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ABSTRACT

This report, one of a series of country studies on higher education and employment, particularly in the humanities and social sciences, looks at employment for social science and humanities graduates in Sweden. Following an introduction in section 1, section 2 offers a short description of the evolution of humanities and social sciences in Swedish higher education. This section covers the organization of undergraduate study programs, the relative size of higher education study programs in the social sciences and humanities, and postgraduate recruitment. Section 3 presents a basis for comparisons with the labor market situation in other countries covering outflow into the labor market, changes in the market, and expected future developments. Section 4 deals in greater depth through case studies with a number of study programs, Social Work, Public Administration, and Humanities and individual subjects from the main "classical" disciplines in higher education: Economics, History and French. This section describes their content, organization and the role of the study programs and their relation to the employment sector. An appendix contains tables listing study programs for administrative, economic and social professions; study programs in the cultural and informational sectors; study times; costs for undergraduate study; and occupational breakdown by educational group. (JB)

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THE CASE OF THE HUMANITIES AND SOCIAL SCIENCES

COUNTRY REPORT - SWEDEN

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COUNTRY STUDY: SWEDEN

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HIGHER EDUCATION AND EMPLOYMENT: THE CHANGING RELATIONSHIP

Project ii): Higher Education and Employment: The Case of the Humanities and Social Sciences

COUNTRY STUDY: SWEDEN

This report is one of a series of country studies prepared in the framework of the OECD Education Committee activity on Higher Education and Employment: The Changing Relationship. It deals with one of the three main topics covered by this activity, Higher Education and Employment: The Case of the Humanities and Social Sciences. Together with other country studies on this topic, it provides the background information for the preparation of a Secretariat general report that will be published by the OECD in 1992.

Country studies and general reports are also being made available for the other two projects included under this activity: The Flows of Graduates from Higher Education and their Entry into Working Life; Recent Developments in Continuing Professional Education.

The present country study on Higher Education and Employment: The Case of the Humanities and Social Sciences, has been written by Dan Andersson, Benny Jonsson and Eva Telenius of the National Swedish Board of Universities and Colleges, in consultation with Gunilla Hjort and Karin Odencrants from the Ministry of Education. The views expressed are those of the author and do not necessarily commit the national authorities concerned or the Organisation.

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1 Introduction

The aim in writing this report has been to highlight some of the problems now being discussed in Sweden with reference to the humanities and social sciences in higher education.

As a background to our analysis of the situation of the humanities and social sciences in Sweden's labour market, we begin (Section 2) with a short description of the evolution of these sectors of the Swedish higher education system. The whole uniform system of study programmes has come under fire in the Swedish debate and is now expected to be changed very much during the 1990's.

Section 3 presents a basis for comparisons with the labour market situation in other countries. For the sake of comparability, we have had to weed out certain traditional, university-type study programmes.

During the past 15 to 20 years, output has come to be increasingly dominated by graduates with short-term study programmes behind them. We have not included these graduates in the concepts of humanities and social sciences. We have also refrained, in keeping with OECD guidelines, from including labour market developments for post-secondary teacher education programmes focusing on social sciences and the humanities. On the other hand we have included a large proportion of other study programmes of at least three years' duration based on the subject fields existing in the free faculties of humanities and social science prior to the comprehensive reform of Swedish higher education in 1977. The social science sector has also been taken to include economists, lawyers, psychologists, graduates of public administration and social work, and others. Humanities for present purposes are taken to include liberal arts students, librarians, journalists, theologians and the pre-1977 equivalents of these study programmes. Thus we have adopted quite a broad, traditional definition of the humanities and social sciences.

Section 4, in compliance with the directive, deals in greater depth with a number of study programmes and individual subjects. The study programmes (Social Work, Public Administration and Humanities) have been chosen partly because they bulk relatively large in the social sciences and humanities respectively. The subjects of which special studies are being made (Economics, History, French) are among the main "classical" disciplines in higher education.

Social work, included in our description of the Social Work study programme, can also be taken to represent a group of "new" academic subjects established within the university organisation.

2 Humanities and social sciences in higher education

2.1 The organisation of undergraduate study programmes

One of the aims of the 1977 reform of higher education in Sweden was to make higher education more readily available to an increasing number of groups in society and to strengthen its connections with the employment sector. As a result of this reform, practically all post-secondary education, universities, specialised colleges and teacher training colleges came to be included in one and the same concept — högskola — and were incorporated in a uniform organisation of individual higher education units coming under the authority of the Ministry of Education. Where all higher education was concerned, emphasis was laid on links with research and working life.

A large number of **general study programmes** were introduced to cater to broad-based, long-term educational needs involving national recruitment. These comprise both **foundation study programmes** and **supplementary study programmes.** In some of the study programmes, the traditional sub jects have partly been broken down into sub-courses which are integrated with each other, very often forming untraditional combinations.

In the reform, the general study programmes were grouped into five **professional education sectors** for purposes of planning and resource allocation:

1 Education for technical professions ("Technical sector).
2 Education for administrative, economic and social work professions ("AES sector").
3 Education for health professions ("Health and caring sector").
4 Education teaching professions ("Education sector").
5 Education for information, communication and cultural professions ("KI sector").

Humanities and social sciences, which before 1977 were to a great extent studied in three faculties, are now organised within an integrated higher education system and are thus mainly to be found in sector 2 (AES) and sector 5 (KI), and also in the relevant teacher education programmes of sector 4.

The dimensioning and localisation of the general study programmes are decided by the Riksdag (parliament) through a vote of supply per higher education unit and sector. In addition, the higher education units have the possibility of meeting other educational needs out of allocations, one per higher education unit, for

local study programmes, adaptable to regional and temporary or new needs, and
individual study programmes, which can be established for an individual student so as to meet demand for long-term, continuous studies not covered by the general or local study programmes.

Local study programmes have come to be very numerous and of widely varying content. They now constitute a major group, above all in the technical sector but also in the AES sector.

In addition, a system of **separate single-subject courses** was created in 1977. These were not only intended for the recurrent education of practising professionals, but also included the traditional subjects of the pre-1977 free faculties, with the option for students of taking a full degree at foundation study level.

All higher education in Sweden has been subject to intake restrictions since 1979, with the result that rules of eligibility and selection have come to be of great consequence to young adults.

Selection for study programmes is based partly on average marks from school, but great importance is also attached to work experience. Rules of wider admission for persons aged at least 25 and with a few years' work experience were already introduced in 1970. Selection for single-subject courses has to a great extent been decided through the drawing of lots, though with priority for certain student categories.

For most study routes or subjects, a special knowledge of certain subjects is required in addition to general eligibility. The normal requirement in the social science sector is a knowledge of civics and mathematics corresponding to three years' upper secondary schooling. Special qualifications in Swedish and history are commonly stipulated for the humanities.

A review of the rules of admission has resulted in the decision to introduce a new system for the whole of the higher education sector with effect from the autumn term 1991. A larger proportion of students will now be admitted to higher education following a special university standard aptitude test, and work experience will carry less weight. Among other things, the new system of admissions is therefore expected to result in a larger proportion of young persons going straight on to higher education from upper secondary school, whereas at present it is common for young persons to opt for a few years' economic activity (so as to gain credits for work experience) before applying for higher education.

The system of study programmes has also come under fire in several respects during recent years. Among other things, critics maintain that the programmes are excessively narrow and vocationally slanted and that sometimes they are excessively fragmented into numerous short-cycle courses. In 1990 the Minister of Education called for a review of certain shortcomings in the social sciences and humanities, as well as measures to encourage longer, continuous subject studies. He has come to a general conclusion for the future, that the universities and colleges must reduce the distinction between study programmes ("lines") and separate single-subject courses, the uniform organisation must be more decentralised and the quality of the undergraduate education need to be raised.

Figure 18, App., page 31, provides a conspectus of all study programmes included in the AES and KI sectors. Study programmes in the social sciences and humanities included in this report are specially indicated in that figure.

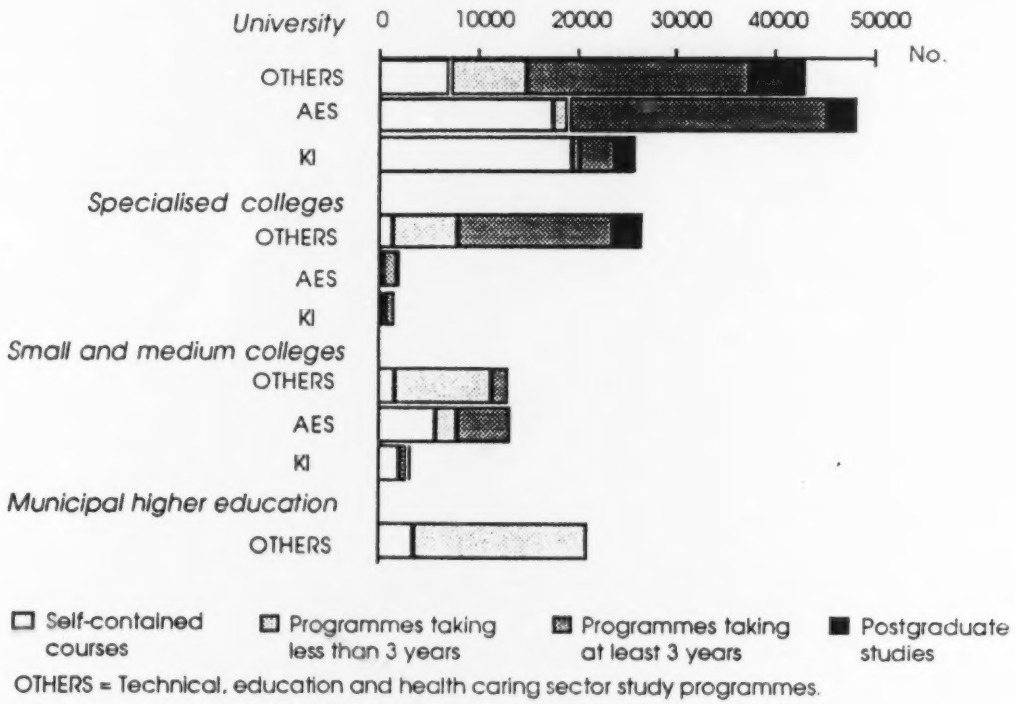
2.2 The relative size of higher education study programmes in the social sciences and humanities

Students in the AES and KI sectors make up nearly half the total student population of Sweden's universities and colleges.

Single-subject courses play an important part in these sectors. Specially prominent is the part played by students in the KI sector. More than 70% of students in this sector take courses of this kind.

The longer social science programmes (within the AES sector) are the biggest sector of university education in terms of student population. The predefined study programmes in liberal arts (within the KI sector), on the other hand, are a small educational sector and, with the exception of librarianship, are mainly confined to the universities.

Figure 1. Students enrolled 1988/89 (full and part time), by type of education.



OTHERS = Technical, education and health caring sector study programmes.

During 1988/89, universities and colleges had a turnover of 12,000 millions SEK for undergraduate study programmes, research and postgraduate studies and various common purposes. This is 1% of Sweden's GNP.

Funding allocations for education and research in the humanities and social sciences remained more or less constant throughout the 1980s. During the same period, research and education in science and technology heavily in-

creased their share of total resources, at the same time as the share allotted to teacher education programmes (the education sector) heavily declined.

Figure 2. Breakdown of funding between educational sectors and functions

Total figures, including undergraduate study sectors and postgraduate faculty sectors.

	1982/83	1984/85	1986/87	1988/89
Liberal Arts and Theology faculty, KI sector	6	8	8	7
Law and Social Science faculty, AES sector	11	11	11	11
Medicine, Dentistry och pharmacology faculty, Health and Caring sector	20	20	20	20
Mathematics, Natural Science and Engineering faculty, Technical sector	30	35	37	37
Education sector	14	10	9	8
Common functions	15	15	14	15
Other fields	4	1	1	1
Total per cent	100	100	100	100

Expenditure on undergraduate studies varies a great deal from one study programme to another. Most expensive are the long-term caring education programmes and artistic study programmes. Social science and the humanities are relatively inexpensive and receive comparatively small funding allocations per student compared with other sectors.

(See detailed statement of expenditure on undergraduate studies by educational sector, Fig. 19, App., p. 35. That Figure also includes data on relevant graduate rates.)

2.3 Postgraduate recruitment

The postgraduate recruitment base of liberal arts and social science faculties has been affected by the 1977 reform of higher education and the introduction of vocational study programmes.

The 1980s saw a decline in recruitment of those graduate students with B.A. and M.A. degrees. Partly this can be put down to the B.A. degree having been abolished for a time but re-introduced in 1986. Recruitment from the KI and AES sector programmes, among students with foreign degrees and among persons with the "new" B.A. degree has increased, but by no means sufficiently to offset the decline in recruitment among the groups mentioned above.

Compared with faculties of the humanities and social sciences, a far more stable recruitment situation has prevailed in faculties of medicine, technology and mathematics-natural sciences, which have been able to base their recruitment on study programmes existing long before the higher education reform and not appreciably affected by it. The upsurge of postgraduate strength in faculties of medicine and technology also includes a heavy increase in the number of students with foreign basic degrees.

Apart from changes of educational organisation, as a result of which many subjects in the humanities and social sciences came to be excluded from the study programmes, there is no doubt that uncertainty regarding the employment value of postgraduate education, the lack of recruitment opportunities in higher education and deficiencies in the student benefits available above all affected recruitment for faculties of the humanities and social sciences during the 1980s.

Figure 3. New admissions to postgraduate studies, 1977/78 - 1988/89, by faculties.

	77/78	80/81	84/85	87/88	88/89
Humanities	318	350	280	286	270
Social Sciences	420	470	310	379	430
Technology	336	370	440	551	530
Medicine	392	400	420	560	460
Mathematics/ Natural Sciences	337	310	350	374	350
Total (incl. other faculties)	2,000	2,100	2,000	2,400	2,300

Within faculties of the humanities and social sciences, recruitment varies a great deal from one subject or group of subjects to another.

Postgraduate studies in history and arts subjects, e.g. comparative literature, history and theory of art and ethnology, have consistently good intake and an adequate recruitment base. Recruitment for postgraduate studies in languages, especially the minor ones, is very often quite insufficient. In cases of this kind, the recruitment base is extremely small, due to the insufficient number of students and to an excessively low graduation rate at advanced level (i.e. after at least three terms' studies of a subject within the undergraduate study programme).

In faculties of social science too, there are "bottleneck subjects" in terms of recruitment. Subjects of this kind include automatic data processing, human geography, statistics and political science. In these cases the underlying cause of recruitment problems is a combination of not enough students at advanced level and difficulties in competing with the employment sector outside the higher education system for qualified students.

In recent years, departments with postgraduate recruitment problems have taken a number of measures to encourage and improve recruitment. These have included, for example, greater professorial involvement in lecturing and in the supervision of essay production at foundation level, better integration of subject content and teaching between foundation studies and postgraduate studies/research, and also better information about postgraduate studies, as well as intensified contacts with "promising" students.

Primary research and postgraduate studies have received additional funding in recent years. At the same time the Government and Riksdag have stated that it is essential for more students to be able to pursue postgraduate studies

on a full-time basis. Accordingly, funding resources for student benefits were augmented during the closing years of the 1980s.

3 Humanists and social scientists in the labour market

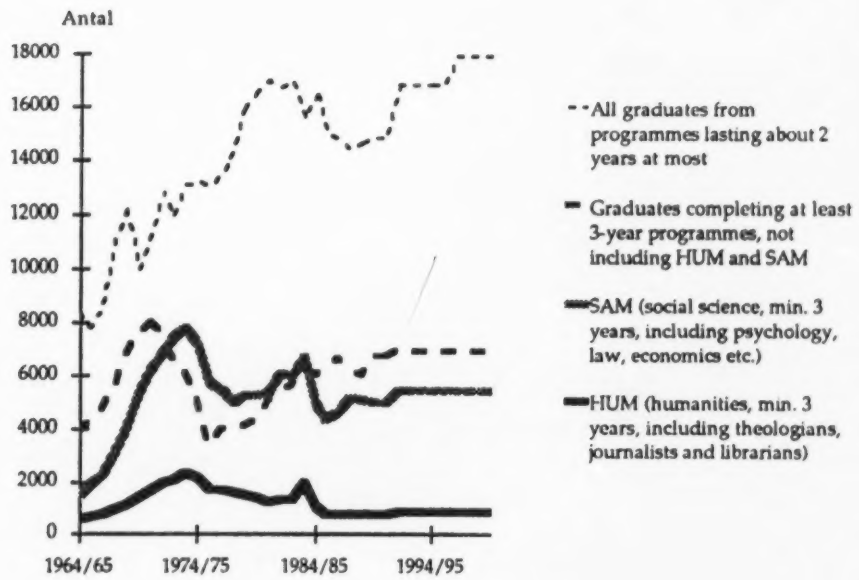
3.1 Outflow into the labour market

Outflow from study programmes in the social sciences and humanities rose steeply during the late 1960s but has remained relatively unchanged since then. One exception was the upturn in 1983/84, which was the final year in which degrees could be taken under the pre-1977 system.

Given the existing dimensioning plan (size) and distribution of educational opportunities (1990), we can anticipate a continuing increase in the shorter study programmes during the 1990s and a continuing constant outflow of graduates in the humanities and social sciences (see Figure 4). Since all studies are subject to intake restrictions and the total number of student equivalents is controlled by the Government and Riksdag, political decisions are needed to re-direct the curves. The following projections, then, indicate graduation figures on the basis of present-day conditions.

Figure 4. Graduates from the humanities and social sciences, compared with other educational sectors, 1965-2000.

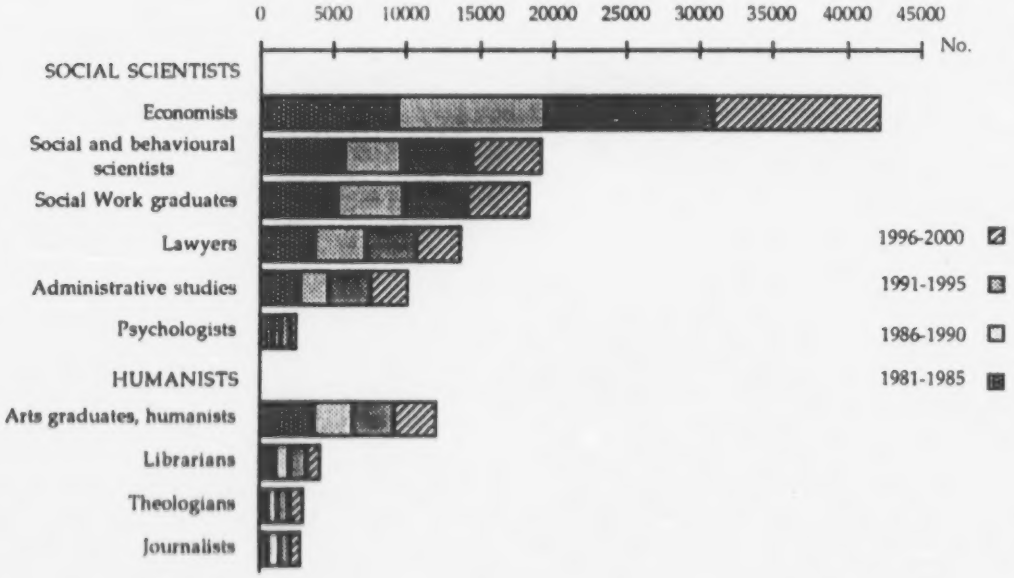
Projection from 1989 as per current dimensioning.



Economists are the most expensive educational category in the social science sector. Despite a certain reduction of admissions capacity in the Economics study programme in 1990, more than 20,000 economists are expected to graduate during the 1990s, assuming the number of student equivalents to remain unaltered. This can be compared, for example, with a much smaller number of graduates from other social-scientific educational sectors and a continuing quite modest graduation rate from the humanities study programmes (see Figure 5).

Figure 5. Five-yearly graduation rates from study programmes in the social sciences and humanities, 1981-2000.

Projection from 1989 as per current dimensioning.



3.2 Changes in the labour market

Great interchangeability

It is typical of the social science study programmes at universities and colleges that they are to a great extent interchangeable and to some extent share a common employment sector. This common employment sector is relatively large and is dominated by public-sector occupations.

Sweden's public sector expanded quite heavily during the 1970s. The number of persons employed in general public administration doubled between 1970 and 1985. The number of advanced economists and statisticians in public administration rose from about 3,000 to more than 23,000. There were about 10,000 senior civil servants in 1970. Today there are three times that number. During the same 15-year period, the number of social welfare officers and senior officials in social welfare administration also tripled. Many new

professional fields for social scientists came into being in quite a short time, and more and more of the vacancies arising in the public sector during the 1970s and 1980s were taken by persons with different socio-scientific educational backgrounds from their predecessors.

In the private sector too, the structure of competence has changed radically. Advertising, real estate, system analysis and programming, insurance and banking are instances of private services which expanded heavily during the 1970s and 1980s and which have created a partly new, partly common employment sector for economists and lawyers among others (see Figure 20, App., p. 37).

Graduates in the humanities make up a small group in the labour market and their employment has grown little during the past 20 years. Accordingly, humanities have also come to occupy a relatively weak position in the higher education system.

A large proportion of humanists used to enter various teaching professions. Nowadays teachers are trained in special teacher education programmes and so the study programmes in the humanities are primarily dimensioned for meeting personnel demand outside the school sector.

Trained journalists, librarians and theologians end up to a great extent in their various "target professions", while other humanists ("arts graduates") have a much more scattered labour market. The main "education-specific" professional fields for this group are museums, cultural heritage management and archive management.

There is also a certain amount of interchangeability between the various educational sectors in the humanities. For example, a growing proportion of arts graduates enter journalism. Then again, the expansion of the public sector during the 1970s resulted in a larger proportion of humanists being employed for urban planning and aspects of public administration (see Figure 21, App., p. 38).

Employment shortly after graduation

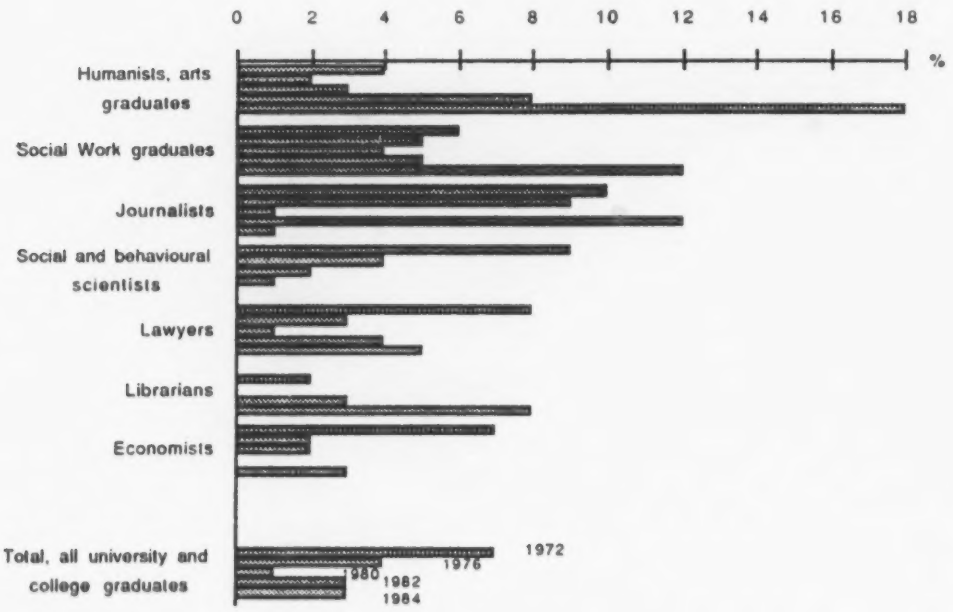
Compared with the situation for compulsory and upper secondary school leavers, higher education, historically speaking, means less susceptibility to cyclical fluctuations in the labour market.

Graduate unemployment rates usually remain at about 1%, even at times when unemployment is on the increase in other educational categories.

Where certain graduate categories are concerned, however, higher education is frequently followed by an immediate, brief period of unemployment. During the first half of the 1970s, and also in the early 1980s, relatively large groups of new graduates from the humanities and social science study programmes were intermittently unemployed for the first year after graduation (see Figure 6). Three of four years later, however, their unemployment figures had normally declined to very low levels, even in the case of those who had had greatest difficulty in finding employment immediately after graduation.

Figure 6. Per cent of unemployed during the first year after graduating.

New graduates from study programmes in the humanities and social sciences in 1972, 1976, 1980, 1982 and 1984. Figures for graduation cohorts in 1972-76 refer to unemployment six months after graduation, while those for 1980-84 refer to unemployment one year after graduation.

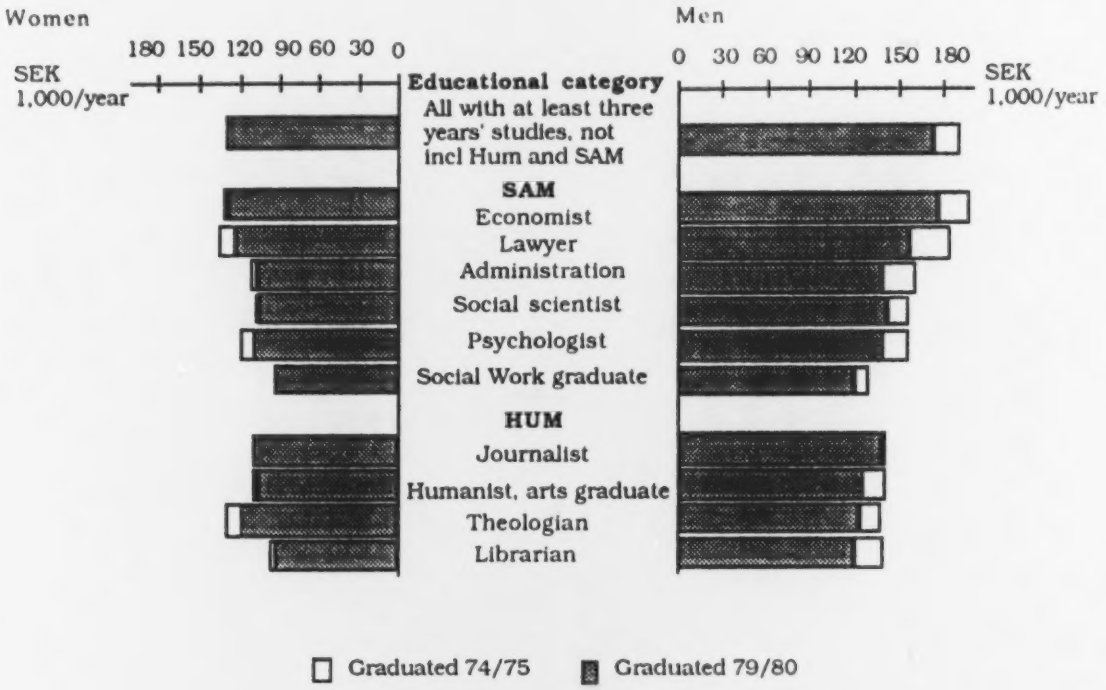


Earnings

Earnings among graduates in the social sciences and humanities are often lower than among graduates from other long-term university and college study programmes (e.g. graduate engineers, doctors, dentists, architects), except as regards economics graduates, whose pay situation was highly favourable during the 1970s and 1980s. At the bottom of this income league we find graduates from the Social Work study programme.

There is also a palpable difference between men and women. Comparing earnings in 1985 for those graduating in 1975 and 1980, i.e. ten and five years respectively after graduation, one finds that the median salary for male students is, on average, about 30% higher than for women. Where women are concerned, moreover, the differences between younger and older graduates are fairly small. This is partly connected with variations in the percentage of part-time workers, but up to a point it also reflects less favourable pay developments for women than for men with degrees in the humanities and social sciences.

Figure 7. Earnings (1985) for certain graduate categories.



Level of professional qualification

Despite the very steep rise in the graduate population during the 1980s, employers report a shortage of qualified labour in many fields. This applies above all to teachers, trained caring staff, economists and engineers of various kinds. Required qualifications, then, have risen, partly due to new ways of producing goods and services and partly as an adjustment of demand to a change in labour supply. This latter process is particularly apparent during downturns, when labour demand diminishes.

More than half of all graduates acquire, immediately after graduation, duties requiring qualifications commensurate with their education. The majority enter occupational fields which can be characterised as "target professions" for the educational category concerned. Labour market spread, however, varies a great deal from one graduate category to another. Certain categories have only one or two target professions. This applies, for example, to teachers, doctors, dentists, architects etc. Other educational categories have wide "target areas", mostly including a large number of professions. Several graduates from the social science and humanities study programme have this wide educational spread, and scatter in these educational fields is often greater both "horizontally" (many different occupations having the same professional status) and "vertically" (greater spread between different levels of occupational status).

In the Socio-Economic classification of individuals, all names of occupations are classified with reference to their normal educational requirements. This occupational nomenclature is identical with that employed in the Swedish

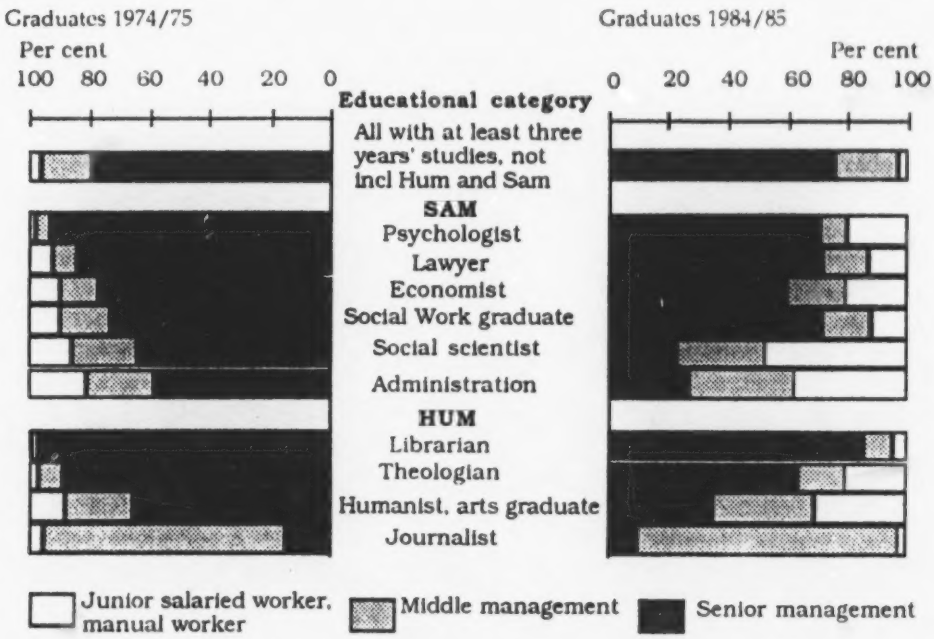
population and housing censuses (FoB). It conveys a rough idea of vertical occupational spread.

Of those graduating in 1974/75 from study programmes of at least three years' duration, 75% had, ten years later, duties normally requiring at least three years' higher education (senior executives, company managers and "academic professions"). For those graduating in 1979/80 and 1984/85, the corresponding figures were 66 and 58% respectively.

The smaller proportions of senior executives in these more recent graduate cohorts are above all due to their not having progressed as far in their career. The latest cohort had only just graduated at the time of the survey (1985).

This study shows that, comparatively frequently, social scientists and humanists have duties below the level of qualification which their study programmes ought to correspond to. The percentage is particularly low for new graduates, who thus have to be prepared for a period of duties below their qualifications.

Figure 8. Level of professional qualification, 1985, among persons graduating in 1975 and 1985.



This occupational classification complies with the socio-economic classification used by SCB (Statistics Sweden) in the 1985 population and housing census (FoB 85).

The category "other study programmes, not including HUM and SAM" includes architects, horticulturalists, agriculturalists, forestry graduates, graduate engineers, natural scientists, pharmacists, doctors, dentists, veterinary surgeons, subject teachers and physical education teachers.

In this respect there is relatively little difference between men and women. Roughly speaking, as regards both social scientists and humanists, equal proportions of women and men attain the levels of qualification normally commensurate with their study programmes. This difference, then, compared with other educational sectors, cannot be put down to the gender variable. Social scientists and humanists have not, as a rule, had quite the same strong position in the Swedish labour market as, for example, doctors, dentists, architects and persons with other "prestigious" educational qualifications during the 1980s (see Figure 8 above).

3.3 The labour market situation today

The labour market situation at present (Autumn 1990) is highly favourable, with graduates much in demand. Most new graduates find it easy to gain a foothold in the employment sector. Demand is particularly high for graduates from study programmes in the technical, caring and educational sectors.

The employment situation for social scientists and humanists can be termed fairly "balanced".

For graduates from the social science, behavioural science, legal and economic study programmes, there is if anything a state of equilibrium between the supply of new graduates and demand for them in the employment sector. At the same time, however, there is a definite apprehension of this equilibrium being disrupted during the next few years.

If Sweden should enter a long downturn, then economists, for example, who are extensively recruited by industry in the normal way of things, may run into difficulties in the labour market. Graduates from other social and behavioural science programmes are extensively recruited for occupations in the public sector, which makes them more dependent on the development of national and local government policy. An industrial downturn may then naturally lead to cutbacks in the public sector, which can make it more difficult for these graduate categories to find relevant occupations.

Law graduates, men especially, have tended more and more during the 1980s to enter professions in the private sector. If this development continues, there is a serious risk of traditional legal professions soon running into recruitment problems. If that happens, present-day graduate output will be insufficient. On the other hand, a fall in demand for lawyers from, say, private enterprise, coupled with the quite substantial pay improvements recently obtained by public-sector lawyers, could to some extent avert these problems of recruitment in the public sector.

Graduates from the humanities study programmes tend more often than other graduate categories to have difficulty in finding employment commensurate with their education. This is particularly true of humanists with artistic ambitions and journalists who can be said to have narrow "professional target areas".

Humanists aiming for employment in national or local government cultural administration are also having difficulty at present in finding employment. On the other hand, the labour market today is a good deal more stable and the outlook brighter for those specialising in public relations and advertising.

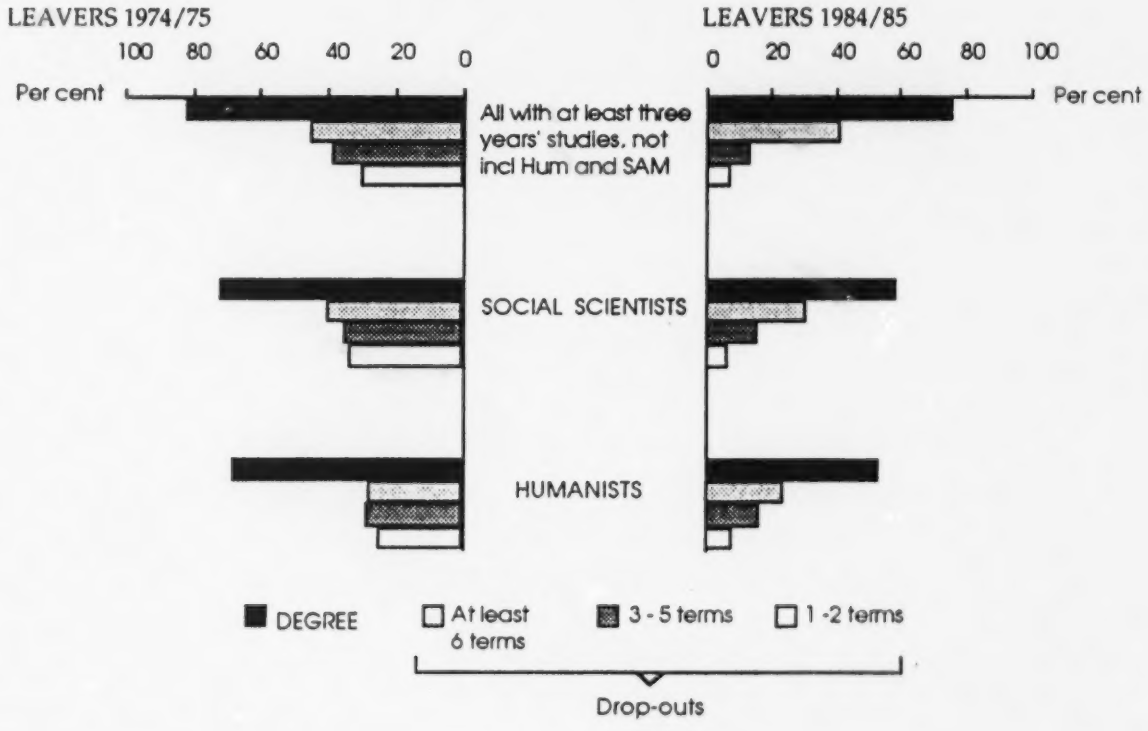
Drop-outs in the labour market

Graduates normally achieve higher average earnings and tend more often to obtain more qualified positions than those not completing their studies.

Figure 9 illustrates this connection with level of professional qualification for graduates and for students completing a certain number of terms in the study programme and then discontinuing their studies without a degree. The relations are fairly unambiguous for the different educational sectors, and we obtain more or less the same unambiguous pattern when studying the income variable instead of the level of professional qualification, and also when breaking down the survey material so as to investigate the individual study programmes.

Figure 9. Level of professional qualification, 1985, among graduates and drop-outs, respectively, from 1975 and 1985.

Percentage of each outflow group gainfully employed in 1985 and having a senior appointment or "academic" profession.



Within certain educational sectors and in the minds of increasing numbers of students, however, it is coming to be looked on as unnecessary to complete the

study programme one has entered. To quite a considerable extent in recent years, the labour market has been able to offer well-paid, highly qualified jobs to students who are still a few terms short of graduation. Thus more than one-third of those dropping out of a higher education study programme of at least three years' duration in the mid-1970s have risen to senior executive or supervisory positions. Only a short time after their studies (see leavers in 1984/85, Figure 9) a strikingly large number of drop-outs obtain highly qualified jobs.

The shortage of highly qualified labour in the 1980s and a growing tendency on the part of entrepreneurs and new, private educational organisations, among others, to make their own educational arrangements at post-secondary level may be part of the reason for this, but it is impossible to predict the subsequent course of developments.

3.4 Future developments

The educational level of Sweden's population shows a very long rising trend. In the thirty years from 1960 to the present day, the number of graduates (and their counterparts under previous educational systems) of employable age has risen from not quite 200,000 to 700,000. Given the present number of student equivalents in higher education, the total number of graduates in Sweden will reach one million by the beginning of the next century.

This will be followed by a trend inflection. Growth will come to a standstill between 2005 and 2010. In the case of higher education study programmes of at least three years' duration, there will actually be a reduction if admissions capacity is kept unchanged.

One pivotal issue, then, is whether higher education is to be given additional resources for elevating the level of education or whether that level is to be allowed to stagnate at the beginning of the next century.

The general picture of the development of the total number of graduates is valid for the majority of educational categories — including the social science and humanities sectors — but profiles vary from one study programme to another (see Figure 10).

Economics graduates are one exception to this development. The number of economists will grow fairly rapidly throughout the 1990s and there will also be a certain amount of growth into the next century. Some of the long-range assessments of employment in Sweden indicate that the present number of student equivalents is unlikely to produce any shortage of economists in the next 25 years. But long-range developments are not easy to judge. Other assessments of the future prepared in industry tell us, for example, that even this growth will be insufficient to keep Swedish enterprise internationally competitive.

Automatic data processing, systems analysis and computer science are another expanding field, and the rapid development of information technology is expected to generate continuing high demand for graduate computer specialists in the next few years. This sector is in fact attracting large numbers of student. In common with the economics study programme, these programmes have, for several years now, had at least four applicants for every vacancy.

Together with technical graduates (engineers and scientists), these educational categories will expand quite considerably during the 1990s, and one cannot disregard the possibility of demand for specialists eventually becoming somewhat saturated in which case there may instead be a progressive improvement in the outlook for persons with a wide educational background combined with other subjects (e.g. languages).

Virtually all other study programmes in the social sciences and humanities present a declining growth rate for the nineties, followed, at about the turn of the century or soon after it, by the historically unique trend inflection. The number of psychologists, lawyers, social work graduates, social and behavioural scientists, arts graduates, theologians, journalists, librarians etc. in the Swedish labour market will decline more or less dramatically, unless higher education in these fields is expanded during the 1990s.

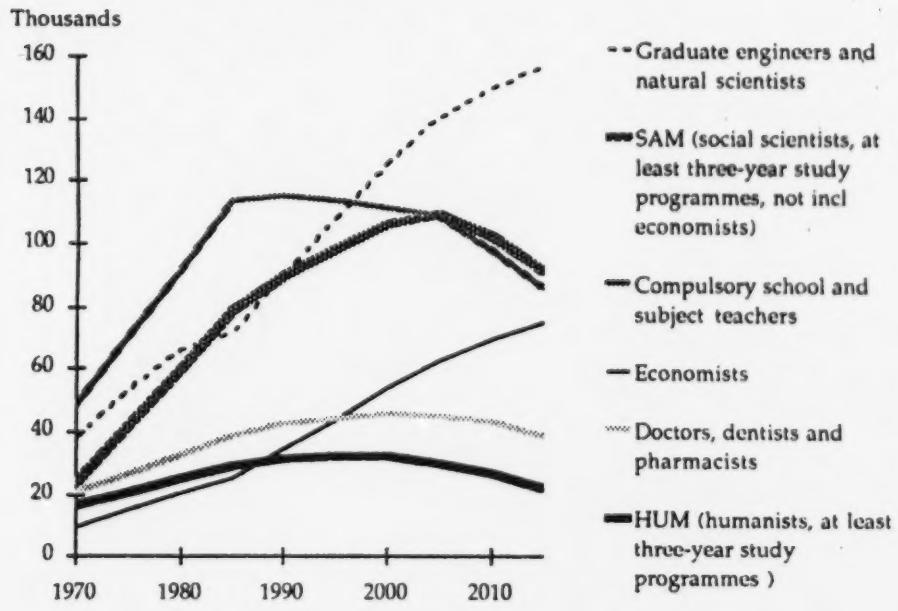
The teacher categories are already experiencing an intractable downward trend, and teacher education programmes have been allotted certain funding reinforcements.

Humanists will be affected somewhat later during the 1990s.

The decline in the number of social scientists, which is liable, in relative terms, to be almost as heavy as that of the teaching categories, will come after the turn of the century and, therefore, is a less imminent problem.

Figure 10. No. persons in Sweden under 65 with degrees from at least three-year higher education study programmes (including those not economically active)

Projection from 1989, based on current dimensioning of the study programmes



According to these projections, if the total number of graduates in Sweden's employment sector is to be kept from diminishing after the turn of the century, the study programmes will need an increment of roughly 8,000 first-time student equivalents during the second half of the 1990s. This corresponds to a 20% increase in the total volume.

Given the same level of aspiration, study programmes in the social scientific sector would need to be augmented by 22% and those in the humanities by 40%.

Thus the supply of social scientists and humanists can be expected to go on increasing for a few years, but what will happen at the end of the 1990s if the economic situation necessitates a rigid prioritising of resources between the different programmes? Will the sustaining of numbers be considered equally important for social scientists and humanists as in other educational sectors? How will students' educational choices change as juvenile cohorts grow smaller? Generally speaking, the recruitment base is amply sufficient for a substantial expansion of higher education, but interest in different educational careers is hard to predict.

It is hard at present to find any convincing economic or employment-related reasons for allowing this loss of competence to take place in the employment sector. Accordingly, one of the burning issues of education policy in Sweden at the moment concerns the course we are to take in the long term.

Faced with this potential danger, the Government and Riksdag have, among other things, promptly called for a variety of measures designed to enhance the efficiency of the education system (e.g. by reducing drop-out rates).

4 Some case studies

In this concluding chapter we shall be giving closer consideration to a number of study programmes and individual subjects in higher education, in keeping with the OECD project directive. This will be a general account, describing the content, organisation and role of the study programmes and discussing their relation to the employment sector. In these descriptions we have been at pains to highlight those problems which are currently being discussed within the selected subject fields.

The Humanities study programme, the only continuous study programme of considerable length in the traditional sector of the humanities, attracts relatively large numbers of students and is therefore a natural choice for this case study. It is based on the subjects which were formerly included in the B.A. degree conferred by faculties of liberal arts.

French and History are "classical" university subjects and two of the central subjects in language sciences and liberal arts.

In the social-scientific sector we have chosen to present the **Social Work** and **Public Administration programmes**. These do not belong to the most classical study programmes within this context, but they can be said to represent two major vocational education programmes in Sweden for "applied social science".

Finally we have chosen to present a general picture of **Economics**. This is a subject with a long history in Swedish university studies, and it occupies a strong position due to its inclusion in several major study programmes.

4.1 The Humanities programme

The Humanities study programme has existed since 1977 at five universities and three medium-sized colleges.

This programme requires at least three years' full-time studies and its basic structure is as follows:

Structure		**Content**
Year 1.	Foundation course	The concept of culture Culture and society Culture and language Method and theory in the humanities Cultural policy in Sweden
Year 2.	Subject studies	Free choice of subjects in the liberal arts sector, e.g. history, history and theory of art, ethnology. In certain cases, languages can be taken as main subjects.
Year 3.	Applied studies	Work experience and project work or advanced studies[1]

[1] At least 1 1/2 years' full-time studies of a special subject

The actual duration of studies (median value) from the first term of higher education to graduation is usually about five years, which is roughly the same as for a B.A. degree in the former arts faculties.

The overriding purpose of this study programme is to prepare students for duties involving cultural communications in mass media, publishing, libraries, archives, museums, tourism and the leisure sector and other cultural management and/or culture-providing institutions, and also for cultural administration duties in adult education associations, organisations and government.

The wide professional spectrum of this study programme and its open structure have resulted in different emphases of different universities and colleges. For example, the programme can prepare students for employment in museums or it can be made to focus on duties in the information sector.

Only two of the higher education units providing this study programme (Stockholm and Umeå) have stipulated that it is to include advanced studies, which is one of the prerequisites of eligibility for postgraduate studies in a main subject.

Interest in the programme

During the early 1980s, certain difficulties were experienced in attracting sufficient numbers of students to fill the available vacancies, especially at the medium-sized colleges, but today this programme is definitely over-subscribed. In 1988/89, for example, there were 2,500 eligible applicants altogether in Sweden for the 500 or so first-time places offered.

Students taking the Humanities study programme constitute a small proportion (roughly 10%) of the total number of students in the humanities, since the majority take single-subject courses.

A large proportion of applicants are women, e.g. 70% in the autumn of 1988.

Pattern of studies

Studies in the Humanities study programme allow a relatively free choice of subjects, primarily in the liberal arts sector. Languages can only be taken at a small number of higher education establishments. The most frequent choices of subject are history and theory of art, comparative literature, ethnology, history and archaeology. Studies within the Humanities programme can also, to a limited extent, be made to include subjects outside the humanities. The commonest of these extraneous subjects are communication science, sociology, political science, education and social anthropology.

Drop-out rates were high throughout the 1980s. As a rule, more than half of a first-time cohort will transfer to a social science study programme or to a more vocational programme. There is, indeed, nothing uncommon about students changing programmes in the higher education system, but in the case of the Humanities programme this mobility has been extremely high.

Transitions to postgraduate studies from the Humanities programme were, on the whole, consistently low throughout the 1980s, involving no more than about ten students annually.

In addition to uncertainty regarding the employment value of postgraduate studies, lack of recruitment posts in the faculties of humanities and insufficient opportunities of student finance, the introduction of study programmes in specific sectors of vocational education has probably had a negative impact on recruitment for postgraduate studies within faculties of the humanities. The study programmes have given pride of place to vocational preparation and "utility", which has probably caused a shift of interest away from "the subject" and from advanced, pre-research studies in it.

The employment sector

Newly qualified arts graduates are often liable to encounter a certain measure of unemployment when entering the labour market. After a few years, however, they find their place in employment and their unemployment declines to the same low level as for other graduate categories.

These difficulties in finding relevant employment are part of the reason why arts graduates present a more diversified occupational pattern than most other educational categories.

At the same time, arts graduates encounter a different labour market from that confronting graduates from the former arts faculties during the 1960s and 1970s, which again affects their occupational pattern. More than half the cohorts graduating from arts faculties used to be recruited for compulsory and upper secondary schools or else for teaching duties in universities and colleges. Graduates from the Humanities study programme tend less often to enter these professional fields. In the school sector, this difference can be partly put down to the introduction of special subject teacher education programmes in the higher education system.

Librarianship, archive work and museum service, as well as journalism, are still the main professional fields outside the educational system, but these "classical" professional fields for humanists and arts graduates have also been partly taken over by graduates from special vocational study programmes (the Librarianship and Journalism programmes).

At the same time, a number of structural changes have taken place which have broadened the labour market for humanists. A number of new posts, e.g. that of cultural affairs officer at municipal and county council levels, where introduced during the 1960s and 1970s.This led to a certain diversification of "the cultural sector", but otherwise the growth of employment in this part of the labour market can be termed fairly slight. Instead the biggest expansion came, for example, in personnel administration, advertising, company administration and commercial employment, and a large number of arts graduates end up in jobs like these, outside the traditional sectors of employment for humanists.

The "classical", humanist sectors of employment for arts graduates, then, have been partly taken over by graduates from special vocational study

programmes, at the same time as there is a growing overspill into new occupational fields. The development of occupational structure can also be said to mirror the poor development of employment in most cultural professions during the past few decades (see Figure 21, App., p.38).

Given the current dimensioning and graduation rate, the total number of arts graduates and humanists in the labour market will rise slowly until the mid-1990s. This will be followed by a decline in numbers, due to retirement, and a relatively heavy expansion of the Humanities study programme will be needed in order to prevent numbers in the labour market declining after the turn of the century. Future demand for humanists in the employment sector is, of course, hard to predict, and developments in the long term for this educational category will hinge on educational policy decisions taken during the next few years.

4.2 French

Formerly, all French studies took the form of subject studies at arts faculties. Since 1977 it has been possible to take French either as a single-subject course or as an optional part of certain general study programmes. The study programmes in question are:

International Business (at certain higher education establishments).
Humanities (at certain higher education establishments).
Languages Education (in certain subject combinations).

For some years now, French, like other languages, has also been eligible for inclusion in a B.A. degree. In order to take this kind of degree with French as the main subject, the student must have completed at least 1 1/2 years' full-time studies of the main subject.

Interest in French

In the autumn of 1988 there were a total of some 1,200 students registered for French studies. Of these not quite 10% take the subject as part of a study programme, primarily the International Business programme, as well as a small number taking the Languages Education and Humanities programmes. More than 90% of these students, then, take French as a single-subject course.

A diminishing percentage are studying at advanced level, which shows that the language has acquired an increasingly instrumental function as far as the students are concerned. Growing importance is being attached to knowing a language ("adequately"), in combination with some other education.

Thus the total number of students of French (programme students included) has diminished since the 1970s, and this is particularly noticeable at advanced level (see Figure 11).

Figure 11. Students of French (total numbers at universities and colleges).

Level, terms full time	Subject studies		Single-subject course		Total, incl. programmes
	Aut. 1972	Aut. 1975	Aut. 1986	Aut. 1988	Aut. 1988
1-2 terms	75	80	83	86	87
Min. 3 terms ("advanced")	25	20	17	14	13
Total, per cent	100	100	100	100	100
No.	1,805	1,507	1,180	1,075	1,200 (approx.)

Pattern of studies

Viewed over a longer period of time, the pattern of studies has changed, so that nowadays a smaller percentage continue after their first term. To some extent this is due to curricular changes, but a more important reason is that students mainly regard language studies as an adjunct of more practical education. More extensive, continuous language studies are no longer considered as worthwhile an investment or as viable in the labour market as used to be the case. There is also reason to suppose that language studies are ascribed less intrinsic value than they used to be, i.e. that they have come to be viewed more and more instrumentally.

One problem frequently reported by language departments is the inadequate knowledge possessed by students on arrival there. It is a widely held view that students nowadays commence their language studies with more varied and, generally, inferior knowledge of grammar from upper secondary school, especially where French and German are concerned.

Inadequate background knowledge naturally tends to hold up the students' progress and slow down "through-put". Undoubtedly, though, the efficiency of studies is more critically affected by the large numbers of students alternating between education and gainful employment. In certain departments, more than half the students are also gainfully employed, in which case the activities pursued are more a matter of subsequent education for adults than basic university education in the strict sense.

Thus, leaving aside "tailor-made" courses with, for example, an economic or legal slant, addressed to special educational categories, there are quite a few points of conflict in French studies between, on the one hand, the traditional syllabi and educational objectives and, on the other hand, what is frequently an instrumentally oriented pattern of studies. Students give priority to fluency in the spoken language, command of the written language, knowledge of culture, life and institutions, skills and knowledge which coincide with the wishes of their employers. Many language departments have a traditional pattern which gives pride of place to linguistics.

Recruitment of postgraduate students is slow and is referred to by certain language departments in terms of crisis, and the consequences of this

depleted recruitment will be felt for many years to come. The number of active postgraduate students of Romance languages (French included) fell by half during the 1980s, and so the number of new Ph.D.'s can also be expected to diminish in the long term.

Figure 12. Beginners, active students and graduates in postgraduate studies of Romance languages, French included (total no. students in Sweden).

	1983/84	1985/86	1986/87	1987/88	1988/89
Beginners	14	9	6	10	9
Active students	127	87	85	84	68
Ph.D.'s	4	4	4	3	8

For these reasons, French (and other language) studies in Sweden are a topic of close discussion and reappraisal.

The employment sector

The employment sector for language postgraduates must be termed very narrow, if we disregard the need for universities and colleges to recruit teaching staff from within their own language departments. On the other hand, demand for graduates of both French and other languages from foundation study programmes in the higher education system may very well increase in future.

In the enterprise sector, employers often prefer students to have a good knowledge of languages from university to supplement, for example, their qualifications in economics and technology, and there are signs of a growing demand for personnel with a knowledge of languages at all levels in the enterprise sector, which of course is bound up with the growth of internationalisation.

There is, however, a distinct field where people with more extensive academic qualifications are in short supply, and that field is upper secondary schooling. As things now stand, there is a total shortage of about 1,200 qualified senior subject teachers in Sweden, including 250 teaching vacancies for languages and combinations of the same. Due to the age structure and the rising retirement rate, the number of vacancies will increase in coming years. The low qualification rate for modern languages at postgraduate level will make it impossible, throughout the foreseeable future, to recruit sufficient numbers of qualified applicants for the senior subject teacher vacancies.

4.3 History

Practically all history studies used to take the form of subject studies at arts faculties. Since 1977, however, it has been possible to take the subject as a single-subject course and also as an optional part of certain general study programmes. The programmes in question are:

The Humanities programme.
Education programmes.

History as a single-subject course can also be included in a B.A. degree. The conferment of such a degree is conditional on the student having completed at least 1 1/2 years' full-time studies of a main subject, e.g. history.

Viewed over a longer period of time, the content of history teaching has changed radically. More scope is now being given to economic history, Third World history, methods and theory of history and various interpretations of history — all this at the expense of the political history of Sweden and the other Nordic countries. Continental trends have had an impact on history teaching at lower levels as well.

Interest in history

In the autumn of 1988 there were a total of some 1,550 history students. Of these, about 300 are taking the subject as part of a study programme, above all the Humanities programme and, with certain subject combinations, one of the Education programmes. More than 80% of history students, then, are taking this subject as a single-subject course.

The total number of history students has changed relatively little since the mid-1970s. The proportion of students at beginner's level has grown, but in recent years a certain recovery has been observable in the number of advanced level students among those taking the subjects as a single-subject course. Interest in history, then, has undergone a similar change to the language study programmes, i.e. attitudes have become more instrumental, but in the case of history the process has been less drastic. Nor has postgraduate recruitment presented the same problems as with languages.

Figure 13. Students of history (total numbers at universities and colleges).

Level, terms full time	Subject studies		Single-subject course		Total, incl. programmes
	Aut. 1972	Aut. 1975	Aut. 1986	Aut. 1988	Aut. 1988
1-2 terms	74	77	84	82	84
Min. 3 terms ("advanced")	26	23	16	18	16
Total, per cent	100	100	100	100	100
No.	2,110	1,470	1,193	1,239	1,550 (approx.)

Despite the fall in the number of advance level students, the number of first-time postgraduate enrollees has on the whole remained fairly stable (taking developments over a longer period of time), and the general view in history departments is that the subject has an adequate recruitment base for new postgraduate students.

Figure 14. Beginners, active students and graduates in postgraduate studies of history (total no. students in Sweden).

	1983/84	1986/87	1987/88	1988/89
Beginners	39	39	36	35
Active students	292	257	249	235
Ph.D.'s	13	13	15	12

The employment sector

By tradition, schools are looked on as the main recipients of historical learning and the paramount instrument for disseminating interest in history. Relatively speaking, however, teaching has declined in importance as a field of employment for trained historians. The number of student equivalents in the Education study programme including history in their subject combinations is extremely small.

Even though the higher education system, together with upper secondary and compulsory school and folk high schools, remains the biggest recipient of historians, other occupational fields have steadily grown in importance.

Many historians have found and are finding their way into public administration, the reason being that historical studies are often looked on as conferring general skills applicable to handling duties in a whole variety of sectors in the labour market.

Although the subject has not acquired a strong position in the study programme organisation established in 1977, developments hitherto have shown there to be a stable foundation for the recruitment of new students, and in the long term this seems capable of guaranteeing recruitment of new teachers and researchers in the history departments.

4.4 The Social Work programme

As part of the 1977 reform of higher education, what had been six separate schools of social work and public administration became an integral part of the new higher education system. These schools had had two main specialities, a Local Government Administration programme and a Social Work programme, both focusing on local government service and with a strong vocational emphasis. Two terms out of seven were devoted to supervised practical work. There was also a Theory study programme, and all schools offered partial education.

Since then the Local Government Administration and Social Work programmes have diverged. Whereas previously they had a common one-year foundation course of social science, law and behaviour science, they are now completely separate programmes and their departments are no longer housed under the same roof.

Studies in the Social Work programme take 3.5 years to complete, lead to the degree of Bachelor of Science in social work and are available at six higher education units. This programme was heavily expanded during the 1960s. At the end of the 1970s and in the early 1980s there were 1,200 student equivalents for beginners, but this figure has been gradually reduced. In 1990/91 the programme had 960 first-time student equivalents.

The first year of the programme takes the form of a broad-based foundation course in the social sciences, usually followed by one term's work experience. The third term is given over to advanced studies of social work, followed by another period of supervised work experience. The programme ends with one term's advanced studies and the production of a report or essay. Admission to the programme is not conditional on previous work experience — though the possibility is constantly being mooted — but with the admissions system operating hitherto, the majority of students have had work experience in any case. The academic status accorded to social work as a subject has among other things caused increasing emphasis to be placed on theoretical aspects, sometimes at the expense of the field connection.

Single-subject courses are on the increase in departments of social work as a subject. These are mostly specialised courses for qualified social workers and courses in the tuition of social workers. In addition, there are bridging courses for those wishing to qualify for postgraduate studies.

Interest in social work

As regards age structure, about 25% of the students taking the Social Work programme are under 20 and some 30% of them are over 30. About 80% of the students are women. Compared with other higher education programmes, a relatively large proportion of the students come from working class homes.

By tradition, demand is unevenly distributed, with heavy pressure of demand (up to four first-preference applicants per place) in the big cities and as little as one applicant per place at a small college in the north of Sweden. In recent years there have also been signs of a falling off of interest at the bigger higher education units. In the autumn term of 1989 the number of applicants for this programme was 11% down on the autumn term 1988.

Postgraduate studies in social work have gradually expanded ever since the postgraduate discipline was introduced in the mid-1980s.

Out of twelve graduates accepted for postgraduate studies in 1987/88, seven were women, and in 1988/89 the figure was 15 out of 20.

Ph.D. graduations in social work can be expected to increase as the research and postgraduate study organisation expands.

Figure 15. Beginners, active students and graduates in postgraduate studies of social work (total no. students in Sweden).

	1986/87	1987/88	1988/89
Beginners	13	12	20
Active students	79	117	102
Ph.D.'s	3	2	8

The employment sector

A very large proportion of social work graduates enter the target professions of their education. More than 80% of gainfully employed graduates are to be found in public authorities, holding appointments such as director of social services, social worker (administration), social welfare inspector, personnel officer etc., and also as social welfare assistants or social workers of other kinds.

Social welfare activities in Sweden are regulated by comprehensive social legislation and are to a great extent conducted by public agencies such as municipal social services, county council health and medical care services, national government activities (e.g. the prison and probation service) and the public sector school system.

Altogether the various fields of social services employ some 200,000 whole-time equivalents, including 100,000 in child care services, 80,000 in caring services for the elderly (mostly with qualifications other than degrees in social work) and about 20,000 in individual and family caring services. The greater part of Sweden's 20,000 or so graduates in social work are to be found in these social service sectors.

During the 1990s, given the same dimensioning and graduation rate as at present, the number of social work graduates in the labour market will increase. Demand for newly qualified social work graduates is more or less equal to the outflow at present, but in the longer term retirements will lead to a heavy decline in the number of social work graduates, which may mean a shortage of graduates.

4.5 The Public Administration programme

This programme, which lasts for 3.5 years, is available at ten higher education units. For the 1990/91 academic year there are 765 first-time student equivalents.

Since 1983, this programme, like the Economics programme for example, has included an introductory two-year common core of basic studies which can confer a course matriculation certificate in the subject field, but many students return, after a period of professional practice, to complete the full programme. The tendency is for progressively fewer students to make do with the common core of basic studies.

In this common core, students can choose to specialise in local government or economics. They then specialise in public and local government administration, management economics, organisation, local and regional planning, economic research or pure subject studies (e.g. business economics and administration). Work experience is compulsory for some specialities, optional for others.

Growing attention is being made to focus on internationalisation questions, even in this traditionally very "Swedish" study programme.

Studies in the Public Administration programme have not traditionally had a research focus, and the number of students going on to postgraduate studies is not very large. Between 1983/84 and 1988/89 inclusive, only 36 of the students accepted for postgraduate studies in faculties of social science have come from the Public Administration programme.

Interest in Public Administration

Student demand is unevenly distributed throughout the country. Vacancies have existed for several years outside the metropolitan regions. The Public Administration programme has tended to become a second preference, above all in relation to the Economics programme. Due to the great interest aroused by the latter, many students have not been able to gain admission to it and have instead put in for a similar study programme, e.g. Public Administration. Previously the programme used to some extent to be a second-best alternative to the Social Work programme — a connection which disappeared to some extent when the two programmes were segregated. It is worth noting that, despite good employment opportunities, this programme has had and still has certain difficulties in recruiting students. In the autumn term of 1989 there was, on average, rather less than one first-preference applicant per student equivalent in the Public Administration programme, taking Sweden as a whole.

The employment sector

By tradition, employment prospects for graduates with the earlier local government administration qualifications have been good, with municipalities as the main employers. The new Public Administration programme has also proved to have a stable labour market, with practically no graduate unemployment.

The target professions for graduates from this programme, however, are less clear-cut than, for example, for social work graduates. As stated in the section on the labour market, AES higher education programmes are distinguished by having very much of a common labour market. A job previously taken by an economist may occasionally go to a public administration or social science graduate next time. To some extent, these graduates can also take the place of social work and law graduates. In practice, then, a shortage of one of these categories can be offset by a good supply of one of the others.

The common labour market consists mainly of public and corporate administration and economic and statistical research. These professional fields

include roughly half of all public administration graduates and roughly the same proportion of Sweden's economists.

The Economics programme focuses to a great extent on work in the enterprise sector, while the Public Administration programme aims principally at the public sector. Another line of demarcation concerns certain specialised fields such as auditing (mostly economists), personnel management and social work (hardly any economists). Then again, men and women often choose completely different professional specialities. Nearly 40% of women with degrees in public administration are to be found in professions like personnel management and social work. In contrast, less than 10% of male graduates enter these professions.

4.6 Economics

Economy[1] is one of the biggest and "classical" disciplines in the social scientific sector. It has a long history in Sweden's universities, the first professorial chair having been endowed as early as 1741.

Economy can be taken as a single-subject course and also as part of certain general study programmes. It occupies a relatively strong position in the educational organisation and is included in the following general and at least three-year study programmes:

Business Administration and Economics ("BA Economics")
Business Administration and International Business
Public Administration
Social Science
Hotel and Restaurant Management.

The aim of studies in economy is, with various degrees of specialisation at different levels, to confer a knowledge of economic theory, capacity for applying it to current problems, insight into economic conditions and development tendencies, and a capacity for analysing economic issues.

Interest in Economy

The number of students taking self-contained courses is smaller than the corresponding number of subject students at the beginning of the 1970s.

To the number of students taking single-subject courses, however, must be added the relatively large number taking political economy as part of a study programme. In some places the programme students make up more than half of the total student population. In some of the major university cities, e.g. Stockholm and Göteborg, students are more or less equally divided between programmes and courses.

All in all, then, economy has remained as big a subject as it was at the beginning of the 1970s, and the proportion going on to advanced level has remained fairly constant throughout the period under consideration.

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[1] Sometimes translated to "Political Economy", "Nationalekonomi" in Swedish

Figure 16. Economy students.*

Level, terms full time	Subject studies*		Single-subject course		Total, incl. programmes
	Aut. 1972	Aut. 1975	Aut. 1986	Aut. 1988	Aut. 1988
1-2 terms	93	94	92	92	93
Min. 3 terms ("advanced")	7	6	8	8	7
Total, per cent	100	100	100	100	100
No.	3,707	2,606	1,458	1,773	3,800 (approx.)

* Not including economics and business administration degree studies at the Stockholm School of Economics, and not including the Public Administration programme.

Postgraduate recruitment has also remained constant for several years. There is a strong male predominance among active research students, women constituting only 19% of the postgraduate student population (autumn term 1988).

Figure 17. Beginners, active students and graduates in postgraduate studies of Economy (total no. students in Sweden).

	1983/84	1986/87	1987/88	1988/89
Beginners	39	39	42	42
Active students	221	156	166	152
Ph.D.'s	7	2	7	8

The employment sector

A large proportion of graduates from study programmes including economy as a main subject are employed as school teachers or university researchers or else hold research and public administration posts. The rather small number of economists recruited in the private sector frequently enter banking, for example.

Economy, like many subjects in Swedish higher education, is a field of study which a tremendous number of students have come into contact with as part of a set study programme but which relatively few study in any further depth. Every year the employment sector admits upwards of a couple of thousand of students who have studied Economy, but of these 10% at most have studied the subject for at least three "full-time terms" (advanced level).

Given a continuing relatively constant outflow of students, the number of persons with an advanced knowledge of Economy will increase slightly during the 1990s. Growth will then diminish, but the risk of a dramatic decline in the labour market is less great for this educational category than for many other groups coming from the social science educational sector.

Figure 18a. Study programmes in the sector for administrative, economic and social professions (AES), 1988/89.

	Duration, years	No. departments	No. beginners	% women	% -24 yrs
General programmes					
Law[1]	4	5	1,270	55	77
Public Administration	3.5	10	822	52	83
Social Science	3	6	384	52	84
Systems Analysis	3	13	727	37	67
B.A. and International business	4	5	471	62	92
B.A. and Economics[2]	3.5	19	3,069	42	79
Hotel and Restaurant Management	3.5	1	71	82	77
Food Economics, Catering and Dietetics	3	3	135	93	65
Psychology	5	5	159	73	39
Personnel Management and Working Life	3.5	10	628	75	52
Social Work	3.5	6	974	84	51
Tourism Mangement	2	3	180	89	84
Auto. data processing[3]	1	11	687	42	49
Supplementary study programmes					
Housing and Real Estate Management	1.5	1	15	13	13
In-service training in social therapy	1.5 (part time)	2	61	93	0
Post-basic Psychology	2	4	115	78	1
Food Administration	0.5	2	40	100	38
Dietetics	0.5	2	28	100	21
Vocational higher education[4]					
Commerce and Marketing	1.5	1	15	53	13
Office Admin., Admin. and Finance speciality	1.5	1	27	100	4
Local programmes					
Admin. data processing	1.5	1	78	49	62
Admin. Informatics	2	1	26	65	65[5]
Work Supervision and Admin.	1.5	1	32	72	6
Behavioural Science	3.5	1	95	74	57
Data Processing Management	2	1	27	67	67
Data Processing Econ.	2	1	36	33	81
Computer Science and Econ.	2	1	23	65	74[5]
Data Processing and Computer Sciences	2	1	34	35	38

Figure 18a. Cont.

	Duration, years	No. departments	No. beginners	% women	% -24 yrs
Economics, ADP speciality	2	1	33	70	70
Economics, IT speciality	3	1	42	45	45
Physical Welfare	1.5	1	29	97	55
Public Health Admin.	3 (part time)	1	30	83	0
Physical Education	2.5	1	30	37	93
Physical Ed. Teaching	2.5	1	31	61	58
International Marketing	3	1	30	77	87
Health Admin.	1.5	1	31	87	0
Admin. ADP	2	1	28	54	57
Marketing Economics	2	1	30	77	63
Marketing Communications and Marketing	2	1	41	66	78
Econometrics	3	1	27	52	89
Ind. and Comm. Data Processing	2	1	33	33	91
Auditing	2	1	37	57	32
Urban and Regional Planning	3.5	1	39	49	59
Educational Admin.	3 (part time)	1	32	50	0
Statistics	3	1	24	50	75
Transport Admin.	4 (part time)	1	16	31	56
Local supplementary studies					
Business Econ. and Admin.	2 (part time)	1	36	39	0
Corp. and Admin. Law	2	1	59	54	78
Corp. and Admin. Law	2	1	29	62	86
Advanced Pol. Econ.	2	1	7	14	29
International Business	1	1	31	6	26
Social Work	3 (part time)	2	24	96	0
Structural Social Work	0.75	1	20	85	0
Systems Analysis	1	1	6	33	33
Systems Analysis (supp. prog.)	1	1	28	25	4
Taxation Law	1,5	1	28	29	25
Economics of Tourism	2	1	15	80	60

There are also ten or more minor local programmes for which only inadequate particulars are available.

Comments to Figure 18a

1 Two localities have only one 2-year foundation course of legal studies.
2 Five localities have only a 2-year foundation economics course in Business Administration.
3 Municipal higher education.
4 Figure for 1987/88. Admissions are not made every term. These programmes have 30 annual student equivalents each.
5 Figure for 1987/88.

Figure 18b. Study programmes in the cultural and informational professions sector (KI), 1988/89.

	Duration, years	No. departments	No. beginners	% women	% -24 yrs
General programmes					
Liberal Arts	3	9	576	70	75
Theology	3.5	2	250	53	48
Journalism	2	2	228	66	59
Librarianship[1]	2	1	205	81	24
Media studies	1	1	16	75	0
Ethnology and Conservation	3	1	19	47	74
Dance[2]	3	1	22	86	64
Design[3]	4.25	1	38	58	61
Photography	3	1	20	25	60
Graphic Design[4]	2	2	57	51	46
Conservation 3	1	12	67	25	
Applied Arts and Crafts[3]	4.25	1	16	100	19
Church Music	4	4	26	62	77
Painting, Sculpture, Graphic Art	5	3	44	55	48
Environmental Art	5	1	8	75	38
Graphic Design and Ill.	4.25	1	18	61	61
Ind. Design	4.25	1	11	27	55
Interior Architecture	4.25	1	12	83	50
Textile Art and Design	4.25	1	9	100	67
Three-Dimensional Design	4.25	1	23	83	65
Film, Broadcasting, Drama[5]	3	1	15	73	33
Mime[6]	3	1	11	64	82[12]
Music Drama[7]	3.5	2	17	59	18
Music[8]	4	3	109	35	91
Advert. and Pub. Rel.	1.5	1	53	60	0
Acting[9]	3.5	3	32	50	78
Supplementary study programmes					
Postgrad. Arch. Studies	1	1	15	53	0
Librarianship	0.5	1	32	69	0
Music	2-4	3	12	42	50
Art Restoration	2	1	12	58	50
Local programmes					
Arab world	2	1	13	54	85
Data Linguistics	4	1	30	73	60
Public Relations[10]	3	4	90	80	69
Public Relations	2.5	1	30	73	73
Contemporary Culture	4	1	23	87	91
Cultural Pedagogics	1.5	1	7	71	0
Latin America	2	1	8	75	50[13]
Media Technology	2	1	19	42	74
Museology	1.5	1	6	50	0
Photography (supp. prog.)	2	1	7	29	29
Applied Linguistics	2.5	1	15	87	40
Theatre Technology	1	1	8	50	50[13]
Figure 18b. Cont.					
East and South East Asia[11]	3	1	34	56	82
East Asia	3.5	1	42	60	71[13]

There are also a few minor local supplementary study programmes for which insufficient data are available.

Comments to Figure 18 b

1 Ten of the places allotted refer to a 1-year variant.
2 There are 1 or 0.5 year variants of the study programme. Altogether the programmes have to comprise 67 annual student equivalents/year on average per 3-yearly period.
3 The Design and Applied Arts and Crafts programmes are allotted 50 places altogether.
4 There is a 1-year variant of this programme. Year 2 comprises only 25 places.
5 There is a 2-year variant of this programme. Altogether the programmes have to comprise 56 annual student equivalents/year on average per 3-yearly period.
6 Twelve students are admitted every 3 years.
7 There is a 1-year variant. Altogether the programmes have to comprise 49 annual student equivalents/year on average every 3 years.
8 Sixteen of the places allocated refer to a 2-year variant.
9 There is a 1-year variant. Altogether the programmes have to comprise 49 annual student equivalents/year on average every 3 years.
10 There are also 2-year and 2-year variants of this programme.
11 There is also a 2-year variant of this programme.
12 Figures for 1986/87.
13 Figures for 1987/88.

Figure 18c. Actual study times including intermissions compared with nominal studies times (no. terms).

	Nominal study time	Actual time (median value, from first enrolment term at university or college to graduation)					No. degrees, average per year
		Degree 69/79	Degree 74/75	Degree 79/80	Degree 84/85	Degree 88/89	
Social sciences							
Law	8	11	14	14	13	12	664
Social Work	7	8	8	8	8	7	915
Public Admin.	7	8	8	8	8	8	399
B.A. and Economics	7	9	9	10	9	9	1,728
Psychology	10	15	20	17	17	24	319
Social Science	6	9	12	12	12	10	1,783
Humanities							
Humanities/Liberal Arts	6	10	13	13	18	11	1,254
Librarianship	4		16	16	16	17	186
Journalism	4	6	7	8	6	7	153
Theology	7	11	10	12	13	15	150

Comments to Figure 18c.

Intermission is including, for instance, temporary breaks of working.
Nominal study time is the number of stipulated duration terms.

Figure 19a. Undergraduate studies[1]. Cost per annual student equivalent (ASE[2]), 1988/89 and average graduation rate within 7 years for beginners in 1977/78, 1979/80 and 1980/81.

	No. ASE utilised	Cost, SEK, per ASE utilised	Graduation rate, %
Technology/mathematics/natural science			
General programmes, min. 3 years	18,900	44,100	70
Other programmes	6,000	37,600	79
Single-subject courses	3,000	29,800	
Nursing/Medicine			
General programmes, min. 3 years	5,600	76,000	78
Other programmes, nat. higher ed.	1,000	35,600	90
Single-subject courses	300	17,400	
Teaching			
General programmes, min. 3 years	4,100	63,100	79
Other programmes	13,300	41,800	90
Single-subject courses	900	14,400	
Soc. Sci., Law, Econ., Soc. Work			
General programmes, min. 3 years	25,500	15,700	52
Other programmes	2,500	20,300	77
Single-subject courses	14,800	10,800	
Cultural life and mass media, humanities, theology, artistic programmes			
General programmes, min. 3 years (not incl. artistic)	2,900	35,400	32
Artistic programmes	1,700	82,800	62
Other programmes	900	70,900	80
Single-subject courses	12,200	12,000	
Total, basic national higher ed.			
General programmes, min. 3 years (incl. artistic programmes)	58,700	36,900	61
Other programmes	23,700	39,300	85
Single-subject courses	31,300	13,200	
Total	113,700	30,900	68
Programmes and courses, municipal colleges of health and caring sciences[3]	14,600	45,000	90
Grand total	128,300	32,500	71

[1] Not including the Stockholm School of Economics and the Swedish University of Agricultural Sciences.

[2] Annual student equivalents utilised is a calculation of the theoretical number of full-time students per academic year (full-time equivalents).

[3] Expenditure per annual student equivalent in municipal higher education can only be roughly estimated, at between SEK 40,000 and 50,000.

Figure 19b. Various programmes in the Social Science and Humanities Sector. Cost per annual student equivalent[1], 1988/89 and average graduation rate within 7 years for beginners in 1977/78, 1979/80 and 1981/82.

	No. ASE utilised	Cost, SEK, per ASE utilised	Graduation rate, %
Social Science	838	15,700	29
Law	4,708	9,300	34
Systems Analysis	1,825	22,400	43
Psychology	679	32,600	47
B.A. and Economics	9,027	14,200	52
Public Administration	2,059	17,900	68
Social Work	1,981	18,200	80
Humanities	1,242	22,400	22
Theology	698	26,900	39
Journalism	436	43,000	59
Librarianship	412	40,500	90

[1] See commentary to Figure 19a.

Figure 20. Occupational breakdown by educational groups, 1970 and 1985. All gainfully employed persons in Sweden with social science qualifications.

Occupational field	Educational category											
	Economists		Social and behaviour scientists		Public adm		Lawyers		Social Work		Psykologist	
	1970	1985	1970	1985	1970	1985	1970	1985	1970	1985	1970	1985
Advanced Economists and Statisticians	12,1	23,5	8,2	7,5	1,9	6,3						
Auditors & Account. Exp	11,2	12,0	1,4	2,2	1,9	2,5	1,4	1,3				
CommonManagement & Administration	26,8	5,7	5,1	5,8	29,1	5,2	7,9	4,7	3,7	1,2	2,7	
Public Administration	6,3	5,8	10,8	11,8	33,7	24,2	21,4	11,7	14,5	8,1	1,4	1,7
Teachers, school	5,8	1,4	17,2	10,1	1,1	1,1			1,3	1,4	4,8	2,6
Teachers, higher educ.	2,9	1,9	10,5	5,2			1,3	1,3			5,0	6,0
Personnel Management	1,8	1,9	4,0	8,6	5,3	23,4	1,6	2,5	8,8	6,6		2,3
Secretaries, General Office Work	4,1	3,1	5,9	7,2	10,6	7,6	3,2	2,8	3,4	2,4		
Social Welfare Officer (Soc.sWel.. Offs. etc.)			4,9	4,0	5,3	6,6			58,5	62,5		3,1
Salesmanship, Office Work	4,6	6,6	1,6	2,9				1,1				
Advertising, Brokerage, Representatives	4,1	4,8	2,9	2,5				1,6				
Banking	1,5	2,9						1,5				
Systems analysts, Programmers	3,2	3,6	3,9	6,3		1,3						
Accountancies and Office cashiers	1,4	1,9			5,3	4,4						
Insurance clerks				1,2				1,3				
Journalists			2,0	2,2								
Social Insurance Officers				1,2		1,9				1,8		
Nursing										1,8		3,4
Doctors												1,5
Legislative professions (Judges, Lawyers etc.)							54,5	57,5				
Psychologists											79,8	66,8
Occupations with <1 % of education category	14,2	14,9	21,6	23,5	5,8	15,5	8,7	11,6	9,8	14,5	6,3	12,5
Total, professionally active												
Per cent	100	100	100	100	100	100	100	100	100	100	100	100
No.	9273	24330	9055	28643	775	7496	7631	15820	2681	17427	1456	5518

Figure 21. Occupational breakdown by educational groups, 1970 and 1985. All gainfully employed persons in Sweden with humanist qualifications.

Occupational fields	Educational category							
	Humanists		Journalists		Librarians		Theologians	
	1970	1985	1970	1985	1970	1985	1970	1985
Teachers, school	53,5	31,6	2,4	1,5		1,4	4,7	2,0
Teachers, higher education	7,0	6,2					2,1	1,6
Head teachers, Education advisors	2,8	3,7					1,1	
Journalists	2,9	5,1	69,7	70,9				
Librarians, Archivists, Museum stf	7,1	12,1			92,1	86,5		
Clergy, Ministers		1,1					74,1	73,5
Social Administration	1,9	4,4		1,4		1,5	1,1	
Secretaries and General Office Work	2,0	7,2	3,4	1,9		1,6	1,3	1,3
Personnel Management		2,4	1,6	4,2				
Common Management and Adm		1,1		1,4				
Advertising, Market research, Consulting			1,5					
Social Welfare Officer (Sco. wel. Off. etc.)							3,8	1,3
Nursing								1,8
Occupations with <1 % of educational category	22,8	25,1	21,4	18,7	7,9	9,0	11,8	18,5
Total, professionally active								
Per cent	100	100	100	100	100	100	100	100
No.	19850	25350	860	3040	620	2900	3530	5420